

Alignment to the New Hampshire Guidelines for World Languages Learning

Voces por el mundo 4

Voces por el mundo 4 is an award-winning, highly effective Spanish curriculum for intermediate-level learners. *Voces por el mundo 4* will take your high school students through one year of intermediate-level Spanish instruction and prepare them for advanced-level classes. This standards-based, online program integrates communication and culture in a cohesive, all-in-one format accessible to students and teachers from any device.

This document illustrates how *Voces por el mundo 4* aligns to the New Hampshire Guidelines for World Languages Learning. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Capítulo 1: Argentina			
Goal One: Communication			
Communicate in languages other than English			
Standard 1.1 Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.			
Section	Title	Mode	Can-Do/Description
<i>Entrevistas</i>	<i>¿Y tú?</i>	Speaking	Answer questions about going on a trip
<i>¡Vamos a charlar!</i>	<i>Preguntas personales</i>	Speaking	I can respond to questions about travel.
<i>¡Vamos a charlar!</i>	Interpersonal #1	Speaking	I can discuss the importance of speaking the local language when traveling.
<i>¡Vamos a charlar!</i>	Interpersonal #2	Speaking	I can discuss what different types of vacations mean to me.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can answer questions about a trip. I can plan a trip to Argentina with a friend.
Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.			
Section	Title	Mode	Can-Do/Description
<i>Actividades</i>	<i>Actividad 3: Viajes por el mundo</i> 3	Reading	I can interpret simple sentences about various travel-related words.
<i>Actividades</i>	<i>Actividad 7: Viajes por el mundo</i> 7	Reading	I can understand simple sentences about various

			travel-related words.
<i>Materiales auténticos</i>	<i>Normas del autobús en Madrid</i>	Reading	I can identify recommended actions on a bus. I can read and interpret an authentic sign on public transportation.
<i>Materiales auténticos</i>	<i>Las tendencias de viaje post coronavirus</i>	Reading	I can read and interpret survey results related to travel plans.
<i>Materiales auténticos</i>	<i>Los gustos de los peruanos</i>	Reading	I can compare the vacation preferences of Peruvian people with my own. I can read and interpret survey results related to travel preferences.
<i>Materiales auténticos</i>	<i>Guía para visitar las cataratas del Iguazú</i>	Reading	I can identify activities I would like to do at a travel destination. I can read and interpret travel recommendations.
<i>Materiales auténticos</i>	<i>Los pasajes de tren en Argentina</i>	Listening	I can listen to and interpret advice about purchasing train tickets.
<i>Exploración cultural</i>	<i>Fugazzeta</i>	Reading	I can understand an article about <i>fugazzeta</i> .
<i>Exploración cultural</i>	<i>El dulce de leche de Argentina</i>	Listening/ Reading	I can understand some of what someone says in a video about how to make <i>dulce de leche</i> . I can understand an article about the history of Argentinian <i>dulce de leche</i> .
<i>Exploración cultural</i>	<i>El tango argentino</i>	Reading	I can understand an article about the tango in Argentina.
<i>Exploración cultural</i>	<i>El Festival y Mundial de Tango</i>	Reading	I can understand an article about a tango festival.
<i>Exploración cultural</i>	<i>Las Murciélagas</i>	Listening/ Reading	I can understand some of what someone says in an interview about soccer in Argentina. I can understand an article about a soccer

			team in Argentina.
<i>Exploración cultural</i>	<i>El lunfardo</i>	Reading	I can understand an article about <i>lunfardo</i> .
<i>Exploración cultural</i>	<i>El gaucho argentino</i>	Reading/ Listening	I can understand some of what someone says in an interview about <i>el gaucho argentino</i> . I can understand an article about <i>el gaucho argentino</i> .
<i>Exploración cultural</i>	<i>La voz feminista</i>	Reading	I can understand an article about Alfonsina Storni.
<i>Exploración cultural</i>	<i>La música de Argentina con Trueno</i>	Reading	I can understand an article about Trueno.
<i>Entrevistas</i>	<i>Cora</i>	Listening	I can understand some of what a person from Argentina says in an interview about travel.
<i>Entrevistas</i>	<i>Josep</i>	Listening	I can understand some of what a person from Spain says in an interview about travel.
<i>Lecturas</i>	<i>El tren solar de la Quebrada</i>	Reading	I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational text about a solar train in Argentina. I can read about a solar train in Argentina to learn about sustainable tourism practices to compare them with my culture.
<i>Lecturas</i>	<i>Los héroes de la independencia argentina</i>	Reading	I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational text about the process of Argentinean

			independence.
Integrated Performance Assessment	Interpretive Reading	Reading	I can read and interpret a travel itinerary.
Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.			
Section	Title	Mode	Can-Do/Description
<i>Actividades</i>	<i>Actividad 10: Viajes por el mundo 10</i>	Writing	I can write about a trip.
<i>Actividades</i>	<i>Actividad 22: El condicional en contexto 6</i>	Writing	I can write about what I would do in certain situations.
<i>¡Vamos a charlar!</i>	Presentational #1	Speaking	I can talk about planning for a trip to a Spanish-speaking country.
Integrated Performance Assessment	Presentational Writing	Writing	I can describe a future trip. I can write an essay about the importance of travel.
Goal Two: Cultures			
Gain knowledge and understanding of other cultures			
Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.			
Section	Title	Can-Do/Description	
<i>Materiales auténticos</i>	<i>Normas del autobús en Madrid</i>	I can identify recommended actions on a bus.	
<i>Materiales auténticos</i>	<i>Los gustos de los peruanos</i>	I can compare the vacation preferences of Peruvian people with my own.	
<i>Viajamos por Argentina</i>	<i>Panorama: Perito Moreno</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Argentina to help me explain and understand the perspectives of the target culture.	
<i>Exploración cultural</i>	<i>El tango argentino</i>	I can compare the impact of immigration on music in Argentina to immigration on music in my country.	
<i>Exploración cultural</i>	<i>El Festival y Mundial de Tango</i>	I can understand an article about a tango festival.	
<i>Lecturas</i>	<i>El tren solar de la Quebrada</i>	I can read about a solar train in Argentina to learn about sustainable tourism practices to	

		compare them with my culture.
<i>Lecturas</i>	<i>Los héroes de la independencia argentina</i>	In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives of the people who fought for freedom.
Integrated Performance Assessment	Interpretive Reading	I can compare a tourist destination in Argentina and my own community.
Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.		
Section	Title	Can-Do/Description
<i>Exploración cultural</i>	<i>El dulce de leche de Argentina</i>	I can understand an article about the history of Argentinian <i>dulce de leche</i> .
<i>Exploración cultural</i>	<i>El tango argentino</i>	I can understand an article about the tango in Argentina.
<i>Exploración cultural</i>	<i>El gaucho argentino</i>	I can understand an article about <i>el gaucho argentino</i> .
<i>Lecturas</i>	<i>Los héroes de la independencia argentina</i>	In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives of the people who fought for freedom.
Goal Three: Connections		
Connect with other disciplines and acquire information		
Standard 3.1 Students reinforce and further their knowledge of other disciplines through the world language.		
Section	Title	Can-Do/Description
<i>Exploración cultural</i>	<i>El tango argentino</i>	I can compare the impact of immigration on music in Argentina to immigration on music in my country.
<i>Lecturas</i>	<i>El tren solar de la Quebrada</i>	I can read about a solar train in Argentina to learn about sustainable tourism practices to compare them with my culture.
<i>Lecturas</i>	<i>Los héroes de la independencia argentina</i>	In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives of the people who fought for freedom.
Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.		

Section	Title	Can-Do/Description
<i>Materiales auténticos</i>	<i>Los gustos de los peruanos</i>	I can compare the vacation preferences of Peruvian people with my own.
<i>Viajamos por Argentina</i>	<i>Panorama: Perito Moreno</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Argentina to help me explain and understand the perspectives of the target culture.
<i>Exploración cultural</i>	<i>El dulce de leche de Argentina</i>	I can understand an article about the history of Argentinian <i>dulce de leche</i> .
<i>Exploración cultural</i>	<i>El tango argentino</i>	I can compare the impact of immigration on music in Argentina to immigration on music in my country.
<i>Exploración cultural</i>	<i>El Festival y Mundial de Tango</i>	I can understand an article about a tango festival.
<i>Lecturas</i>	<i>El tren solar de la Quebrada</i>	I can read about a solar train in Argentina to learn about sustainable tourism practices to compare them with my culture.

Goal Four: Comparisons

Develop insight into the nature of language and culture

Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Section	Title	Can-Do/Description
<i>Los viajes por el mundo</i>		Vocabulary related to traveling
<i>Narrativas en tiempo: presente, pasado y futuro</i>		Review verb forms and uses in present, past, and future tense
<i>El condicional en contexto</i>		Use the conditional tense
<i>El subjuntivo y el indicativo</i>		The subjunctive versus the indicative

Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Section	Title	Can-Do/Description
<i>Materiales auténticos</i>	<i>Normas del autobús en Madrid</i>	I can identify recommended actions on a bus.
<i>Materiales auténticos</i>	<i>Los gustos de los peruanos</i>	I can compare the vacation preferences of Peruvian people with my own.
<i>Viajamos por Argentina</i>	<i>Panorama: Perito Moreno</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Argentina to help me

		explain and understand the perspectives of the target culture.
<i>Exploración cultural</i>	<i>El tango argentino</i>	I can compare the impact of immigration on music in Argentina to immigration on music in my country.
<i>Exploración cultural</i>	<i>El Festival y Mundial de Tango</i>	I can understand an article about a tango festival.
<i>Exploración cultural</i>	<i>Fugazzeta</i>	I can understand an article about <i>fugazzeta</i> .
<i>Exploración cultural</i>	<i>El dulce de leche de Argentina</i>	I can understand some of what someone says in a video about how to make <i>dulce de leche</i> .
<i>Exploración cultural</i>	<i>El gaucho argentino</i>	I can understand an article about <i>el gaucho argentino</i> .
<i>Lecturas</i>	<i>El tren solar de la Quebrada</i>	I can read about a solar train in Argentina to learn about sustainable tourism practices to compare them with my culture.
<i>Lecturas</i>	<i>Los héroes de la independencia argentina</i>	In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives of the people who fought for freedom.
Integrated Performance Assessment	Interpretive Reading	I can compare a tourist destination in Argentina and my own community.
Goal Five: Communities		
Standard 5.1 Students use the language both within and beyond the school setting.		
Section	Title	Can-Do/Description
Integrated Performance Assessment	Interpersonal Speaking	I can plan a trip to Argentina with a friend.
Standard 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.		
Section	Title	Can-Do/Description
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection

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